DOCUMENT RESUME

ED 189 468 CE 026 199

TITLE Program of Studies. Home Economics, Grades 9-12.
INSTITUTION Montgomery County Public Schools, Rockville, Md. Dept. of Instructional Planning and Development.
SPONS AGENCY Montgomery County Board of Education, Rockville, Md.
PUB DATE 79
NOTE 33p.; For related documents see CE 026 197-204.

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Behavioral Objectives; Child Development; Course Descriptions; *Course Objectives; Curriculum; Curriculum Guides; *Educational Objectives; *Family Life Education; Grade 9; Grade 10; Grade 11; Grade 12; High Schools; *Home Economics; Homemaking Skills; *Occupational Home Economics; *Parenthood Education; Program Descriptions; Program Guides; Secondary Education; Vocational Education
IDENTIFIERS Montgomery County Public Schools MD

ABSTRACT

This curricular framework for the subject area section, Home Economics for Grades 9-12, is one of eight Montgomery County (Maryland) Public Schools (MCPS) Programs of Studies. A foreword discusses Curriculum and Instruction, Use of the Program of Studies, State and Federal Government in Relation to the Curriculum, Time Allocations and Graduation Requirements, Interagency Programs, and Availability of Instructional Materials. The Goals of Education adopted by the MCPS Board of Education are provided. A Point of View subsection includes reasons for studying the subject, general outcomes sought, ways in which the area of study is pursued, and relationship to other subject areas. The General Information subsection discusses how the subject fulfills the MCPS Goals of Education, how it is organized for instruction, subject area tests required by county or state, federal and state involvement, and information about fulfillment of graduation requirements. Description of Program, the largest subsection, describes the program and supporting courses and identifies instructional objectives for each. For grades 9-12, it is divided into a List of Courses giving a brief view of subject offerings and Description of Courses giving course title, level, length, code, credit value, and prerequisites. A list of pertinent MCPS instructional guides is appended. (YLB)

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PROGRAM OF STUDIES

HOME ECONOMICS, GRADES 9-12

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Department of Instructional Planning and Development
Montgomery County Public Schools
Rockville, Maryland

Spring 1979

SEP 2 1980

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FOREWORD

CURRICULUM AND INSTRUCTION

Curriculum may be defined as the general prescription for what teachers should teach and students should learn. In the Montgomery County Public Schools, the *Program of Studies* embodies this prescription. The *Program of Studies* includes the prescribed elements of programs and courses, including course titles, codes, instructional objectives, content descriptions, prerequisites, time allotments, credit values, and a point of view for instruction in each subject area. Based on the MCPS Goals of Education* these prescribed elements constitute the countywide framework within which schools develop and carry out instructional programs tailored to local needs. The relationship of curriculum to instruction in the MCPS, therefore, is that of the more general to the more specific. The *Program of Studies* provides specifications, sets limits, and indicates directions. It has direct and indirect implications for the selection and organization of content, patterns of learning and teaching, and evaluation of outcomes. However, the fulfillment of these specifications and implications is determined at the individual school level. The MCPS instructional program is, therefore, the interaction of the *Program of Studies* framework with the efforts of the individual schools. An appreciation of this interaction is necessary for an understanding of the place of the *Program of Studies* in the work of the schools.

The framework represented by the *Program of Studies* makes possible a unified countywide instructional system which at the same time permits the flexibility of programming required in a large and diverse county. At points, the *Program of Studies* may prescribe instruction very specifically. This may happen with regard to a socially sensitive topic such as sex education, or it may result from the rigorous requirements of establishing an instructional system in mathematics. But this degree of specification is unusual in the *Program of Studies* inasmuch as its level of prescription is generally represented by the instructional objectives it contains for all programs and courses. Instructional objectives are general statements of what the student should attain and are thus appropriate for all students taking a given program or course. Performance objectives are more specific statements of what the student should attain. Formulated or adopted by teachers in relation to the instructional objectives, performance objectives are used in planning classroom instruction. They are thus specific enough to form the basis of day-to-day work and of evaluation of the student's progress. In this movement from instructional to performance objectives, the teacher finds the guidance and the leeway to plan for students of a wide variety of needs and abilities. An examination of the illustrative performance objectives found in instructional guides and in teachers' lesson plans makes clear how great this range is.

An additional means of differentiating instruction which becomes increasingly important at the upper grade levels is provided by elective courses. The use of electives to provide for students of varying abilities and interests differs considerably from subject to subject. Almost all subjects have courses or course sequences which provide for enriched content and advanced or specialized work. Some provide for accelerated movement; some offer additional courses for advanced or specialized work; and some have differentiated paths among required and/or elective courses. The structure of each subject area and the ways by which it employs electives to provide for diverse student needs is indicated in the Grades 9-12 portion of the program description for each subject.

Information regarding each subject area appearing in the *Program of Studies* is presented, when appropriate, as two sections — one for Grades K-8 and one for Grades 9-12. For those subject areas spanning Grades K-12, both sections must be consulted for a full description of the program.

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*Adopted February 12, 1973 by the Board of Education of Montgomery County, Maryland

Each subject area section, whether K-8 or 9-12, has the following subsections: Point of View, General Information, Description of Program, and Instructional Guides.

The Point of View subsection includes reasons for studying the subject, general outcomes sought, ways in which the area of study is pursued in MCPS, and relationships to other subject areas. It also explains how students of varying abilities and interests in the subject are provided with differentiated performance objectives. An explanation of how study of the subject fulfills one or more of the MCPS Goals of Education* is included either in the Point of View subsection or as General Information. For those subject areas spanning Grades K-12, the Point of View is identical in both the K-8 and 9-12 sections.

The General Information subsection includes an explanation of how study of the subject fulfills the MCPS Goals of Education (unless this explanation has appeared in the Point of View) and how it is organized for instruction. Information is given about subject area tests required by the county or state and about federal and state involvement when it is important or distinctive for the subject area. Information about the fulfillment of graduation requirements, Grades 9-12, is also given in some detail for those subjects in which specific requirements exist. Other information specific to the subject also appears.

The largest portion of each subject area section is the Description of Program. It describes the program and supporting courses, identifies the instructional objectives for each, and includes any other prescribed or pertinent elements. For Grades 9-12, this subsection is divided into a List of Courses and a Description of Courses. The List of Courses gives a brief view of subject offerings at this level and serves as a table of contents to the subsection. The course descriptions, along with the narrative material and instructional objectives for each course, give course title, level, length, code, credit value, and prerequisites (if any).

At the end of each subject area section, there appears a list of pertinent MCPS instructional guides. This subsection is amplified to include existing annotated bibliographies, scope and sequence charts, or other such instructional materials in the subject which may have been prepared by MCPS staff.

USE OF THE PROGRAM OF STUDIES

The *Program of Studies*, as the curricular framework for the MCPS, promotes learning through a convergence of educational efforts. Students, teachers, administrators, parents/guardians, and other members of the community use the *Program of Studies* in a variety of ways to achieve the common goal of effective education.

A curriculum stated in terms of general (instructional) objectives informs the *student* of what the school intends him/her to learn and makes it easier to participate in setting specific performance objectives with teachers. Increase in learning efficiency is more apt to take place when a student knows the goal of learning. The student is also more apt to make a commitment to successful learning when at appropriate times he/she is able to select instructional methods and materials. Finally, the student's sense of achievement is reinforced when progress can be noted in the gaining of objectives.

The *teacher* who is familiar with the *Program of Studies* can be more effective in conferring with parents/guardians as well as being in a stronger position to establish specific teaching objectives, plan lessons, select instructional materials, and assess learning progress and teaching functions.

The *school principal* uses the *Program of Studies* as an administrative guide in its listing of approved courses, titles, and codes. The administrator can also deepen staff and community understanding for the

*Adopted February 12, 1973 by the Board of Education of Montgomery County, Maryland

total educational program as the *Program of Studies* is employed in teacher conferences, faculty and department meetings, and parent/guardian meetings. School effectiveness can be enhanced as the principal organizes people and resources to help learners gain the stated ends of instruction.

Learning outcomes and other information included in the *Program of Studies* give *parents/guardians and other members of the community* information useful to them. They can better understand the instructional program for their elementary school children and advise secondary school youth in course selections. Knowledge of the *Program of Studies* also enables families and other community members to communicate more effectively with their children, teachers, and school administrators.

CURRICULUM CHANGE AND MODIFICATION OF THE PROGRAM OF STUDIES

The curriculum of any public school system must reflect the continual change of the society of which it is a part. As the MCPS curriculum changes, the *Program of Studies*, which establishes the MCPS curriculum in printed form, must be modified accordingly.

In MCPS, a proposal for a new or revised program or course can originate with any individual or group in the community or school system. The staff of the Department of Instructional Planning and Development encourages, coordinates, and assists the development of such proposals. In general, the staff has responsibility for modification of curriculum as required by state and local law and policy, and for continual assessment of the need for curriculum change. Procedures for effecting changes in curriculum and the *Program of Studies* are specified in MCPS Regulation 345-1, "Development and Approval of Curriculum and Supporting Materials." These procedures first state the involvement of community and school personnel in the initiation, development, review, and tryout of proposed curriculum changes; describe the role of the Council on Instruction as a reviewing and recommending body for the superintendent; and identify the final steps of approval by the superintendent and the Board of Education. The regulation also cites relevant portions of these Board of Education policies and Maryland public school laws upon which its procedures rest.

STATE AND FEDERAL GOVERNMENT IN RELATION TO THE CURRICULUM

The major influence of the Maryland State Department of Education upon local curriculum has traditionally been through the MSDE's specification of the requirements for graduation from high school. (These graduation requirements and other provisions for earning credit are summarized on page vii.) Two newer and equally important MSDE influences stem from a state educational accountability law* and the currently evolving Project Basic.**

The Maryland Educational Accountability Act imposes several requirements in its implementation of statewide accountability. These include the establishment of goals and objectives in, but not limited to, reading, writing, and mathematics at three levels — state, school system, and individual school. The goals and objectives at the system level must conform with those established at the state level, and those established by individual schools must conform with those of the local system and the state.

Also required by the Act is a school-by-school survey of the current status of student achievement in relation to established objectives, the development of programs by each school for meeting its own needs, and the establishment of evaluation procedures for determining the effectiveness of these programs. Regular reevaluation of programs, goals, and objectives is also a stipulation of the Act.

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*Article 77, Section 28a, of the *Annotated Code of the Laws of Maryland* was passed during the 1972 session of the Maryland General Assembly. The law has come to be called the "Educational Accountability Act."

**See "The Comprehensive Plan Maryland Competency-Based Prerequisites for Graduation," a publication of the Project Basic Office of the Maryland State Department of Education, 1978.

The state plan for implementation of the Accountability Act* specified that, effective the spring of 1974, the Iowa Test of Basic Skills and the Cognitive Abilities Test would be given to all pupils in Grades 3, 5, and 7. Use of these tests has given rise to concerns about the limitations of nationally norm-referenced tests and the small part of the MCPS curriculum that is measured by the ITBS. As a result, the Maryland State Board of Education has adopted a new schedule of assessment which includes the use of the Maryland Functional Reading Test and the Maryland Functional Mathematics Test in the secondary grades. These two tests, developed at the state level, are criterion-referenced tests. This means that they test specific skills or information without regard to how well similar student populations do on a given test item. Students who pass these tests in the ninth grade will not be tested again in connection with this program. Those who fail either test will receive appropriate instruction and retesting.

Through its Project Basic, the Maryland State Board of Education is reaffirming its responsibility for establishing statewide educational standards and stating its commitment to the development of behaviors basic to effective adulthood.** The state board specified five areas of human activity in which students should develop skills and attitudes for life-functioning. The five areas and their definitions as stated in the paper are:

A. Basic Skills — All people must be able to read, write, and calculate.

B. Survival Skills — Schooling should equip all public school youth with these kinds of fundamental skills: consumer, parenting, interpersonal relations, mechanical, and personal finance.

C. World of Work — Schooling should lead to securing employment upon graduation or post-secondary education. All public school youth should be made aware of the options and opportunities of the world of work without racial or sexual bias.

D. World of Leisure — Schooling should help the student become involved in creative and healthful lifetime activities.

E. Citizenship — Citizenship should include becoming involved in the electoral process, participating in local civic affairs, and understanding the system of justice.

To implement this action of the Maryland State Board of Education, State Superintendent of Schools David Hornbeck established the Project Basic Office. Its staff is currently involved in identifying the basic competencies in the five areas. It is also to design and develop instructional activities for the five areas of human activity, develop assessment measures to certify student acquisition of the specified competencies, and coordinate the statewide implementation of minimal competencies as a prerequisite to graduation. The project is to be fully implemented by 1982.

The impact upon the MCPS curriculum of the educational accountability and the competencies programs is as yet difficult to calculate. In one sense, the impact may not be great because the objectives of the accountability program (and, it is anticipated, the competencies of Project Basic) are to a large extent already included in the MCPS curriculum. References to the impact of the educational accountability law on specific portions of curriculum are included in the *Program of Studies* within the Information sections of the descriptions for Reading, English Language Arts, and Mathematics. On the other hand, these two state programs may have a significant impact on curriculum emphasis and

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*See the "Maryland Handbook on the Accountability Assessment Program, Maryland State Department of Education, Adapted to MCPS Test Administration Procedures," issued by the MCPS Department of Pupil and Program Appraisal, February 1, 1974.

**See *The Mission of Schooling*, Maryland State Board of Education, January 1977.

balance. They could affect time allotments within and among subjects and courses and thus affect even the definition of the subjects and courses themselves. How these statewide programs are developed and how MCPS students perform on the required evaluations will determine the impact of these programs upon curriculum. They are certain to have impact upon instruction and probably even more impact on evaluation procedures.

Federal and other state involvement in curriculum is mentioned in the descriptions of those subject areas where it is found, e.g., health education and some of the vocational education subjects.

TIME ALLOCATIONS AND GRADUATION REQUIREMENTS

In the following chart, time allocations are shown for subjects Kindergarten through Grade 8. The allocations are given in minutes per week, and school administrators are expected to use them in establishing program balance.

Subject	K	Grades 1-2	Grades 3-6	Grades 7-8
English Language Arts/Reading	200	700	475	225
Mathematics	75	200	225	225
Music	100	100	100	75
Physical Education	125	150	150	225
Science	75	125	225	225
Social Studies	75	125	225	225
Home Economics and Industrial Education	—	—	—	75
Electives				225
Total	750	1500	1500	1575

The MCPS Policy on the Middle School directs the school system to provide "a curriculum based on the developmental needs of pre- and early adolescents which places primary emphasis on acquisition of basic skills but also provides a wide range of exploratory and enrichment experiences."* Middle schools are organized into interdisciplinary teaching teams which provide opportunities for flexible student grouping and scheduling. Therefore, daily, weekly, and master schedules in middle schools will not be characterized by fixed time intervals for each subject area.

New standards for high school graduation were enacted by the Maryland State Board of Education on November 27, 1974, and became effective for students entering ninth grade in the fall of 1975. These standards thus become effective for all students in Grades 9-12 in the school year 1978-79. The standards define a unit of credit; specify credit requirements for graduation; and list several provisions for earning credit and several alternatives to four-year enrollment. MCPS Regulation 310-3, "High School Graduation Requirements," includes these state graduation requirements, the policy of the Montgomery County Board of Education with regard to them, and guidelines for their implementation.

*The MCPS Policy on the Middle School, adopted December 13, 1977

With exceptions specified under "Alternatives to Four-Year Enrollment," the MCPS student must, beyond the eighth grade, complete four years of approved study and earn a minimum of 20 credits. Twelve and one-half of these credits must be in the areas specified below. The additional seven and one-half elective minimum units may be chosen from offerings in any curricular area.

English Language Arts	4 credits
Social Studies	3 credits (One must be United States History; and one must deal with contemporary issues including local, state, and national governments.)
Science	2 credits
Mathematics	2 credits
Physical Education	One-half credit, required in Grade 9, and one-half credit sometime during Grades 10-12
Physical Activity*	Two semesters of physical activity sometime during Grades 10-12 (One-half credit of elective physical education fulfills the requirement of two semesters of physical activity.)
Health Education	One-half credit, required in Grade 9

The several provisions listed by the state for earning credit in addition to regular school day and school year programs are summer school, evening school, correspondence courses, tutoring, examination, and work study programs or experience outside the school. On pages 10 and 11 of MCPS Regulation 310-3, the Montgomery County Board of Education guidelines for each of these provisions are shown. The provision on credit by examination is being implemented as examinations appropriate to MCPS courses can be developed. During the 1977-78 school year, such examinations were given for Algebra 2; Trigonometry; and English, Grade 12.

The alternatives to four-year enrollment are an accelerated twenty-credit program; an early college admission program; early admission to approved vocational, technical, or other post-secondary school; and a job entry training program. To receive a high school diploma through any one of these alternatives, the MCPS student must receive approval for waiver of the four-year enrollment requirement. MCPS Regulation 310-3 includes the steps for requesting and receiving approval of the waiver. In addition to reading the regulation, which is available in all school offices and in school instructional materials centers, students and parents/guardians should consult local school counselors with regard to any of these provisions or those concerning earning credit outside the regular school day and year.

INTERAGENCY PROGRAMS

As has been stated, the *Program of Studies* prescribes the curriculum for all MCPS students by allowing for much differentiation of instruction. Instructional alternatives are created by varying content, assessment criteria, pace, and the pattern of courses the student takes. Beyond this differentiation, special instruction and other services are provided for handicapped students. In order to provide programs for all handicapped students, MCPS coordinates services with local and state agencies and other resources.

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*See pages 3-4 of the Physical Education Grades 9-12 section of the *Program of Studies*.

For those students who are most severely handicapped, including those who are placed outside of MCPS schools, the MCPS curriculum is adapted as required to meet the limitations of the students. Information about programs for these students is available from the Placement Unit of the Department of Interagency Programs, MCPS Office of Continuum Education.

AVAILABILITY OF INSTRUCTIONAL MATERIALS

The instructional guides listed at the end of each subject area section of the *Program of Studies* are on file in school Instructional Media Centers and in the Professional Library (formerly the Educational Materials Laboratory) at the Educational Services Center. They may be ordered from the Division of Supply Management, Department of School Services, MCPS Office of Supportive Services, which maintains a list of the guides stocked in its warehouse.

Occasionally, there will be a need in a subject area for publication of some supplemental instructional material such as a scope and sequence chart or a bibliography. If such exist, they are also listed at the end of the subject area section.

The Department of Instructional Resources, MCPS Office of Program Development, maintains files of approved textbooks and text materials and of approved films. A list of approved textbooks and text materials is published annually. Questions regarding this list should be addressed to the Division of Instructional Materials, Evaluation and Selection. A list of approved films is published periodically, and questions regarding it should be addressed to the Film Library of the Division of Instructional Materials, MCPS Department of Instructional Resources.

The Goals of Education

Adopted by the Board of Education — February 12, 1973

The goals of education for the Montgomery County Public Schools are set forth in this statement of public policy to guide the school system in developing, implementing, and improving educational programs for its students. This statement outlines those goals considered by the citizens of the county as most important for the education of their children in public schools and for which the citizens will hold the school system responsible and accountable.

The school system has the primary responsibility for some of these goals. For others, it shares that responsibility with the home and other community institutions.

The extent to which these goals can be realized will depend upon the endorsement by and continuing commitment of the school system staff, students, parents, and the community. With broad endorsement and wide support, the Montgomery County Public Schools will continue its development to serve its students and community in the most effective way possible.

Education is a process that encompasses the total experiences of each individual throughout a lifetime of formal and informal learning. The school program, as a keystone in this process, should provide opportunities and encouragement for students to acquire knowledge, to explore ideas, to ask questions, and to seek answers that will lead to sound and useful conclusions.

The probability of success motivates students to learn. Each school must create a program and maintain a climate in which every student has opportunities for success. Each individual is unique, and the school shall encourage that uniqueness. The school should help the student understand his [/her] values and the values of others.

The school program, while developing the skills of learning, should be based on the study of broad human concerns, flexible enough to deal with changing concerns and at the same time related to the needs, interests, and concerns of each student. The program should offer opportunities for decision-making. It should help the student develop the capacity to learn throughout his [/her] lifetime, to respond to and understand other human beings, and to accept full responsibility for the results of his [/her] actions.

Therefore, the Montgomery County Public Schools dedicates itself to provide the opportunity, encouragement, and guidance to make it possible for every child to attain the following goals of education:

ACADEMIC SKILLS

The fundamental responsibility of the school is to develop programs that enable each child to acquire those skills basic to all learning. The achievement of all other goals depends upon the success of the school in ensuring that each student, according to his [/her] own abilities, attain the following basic skills:

- **Reading:** The ability to read and comprehend written material and relate it to other knowledge
- **Composition:** The ability to write with precision, clarity, and acceptable usage, whether to inform, inspire, or persuade
- **Listening and Speaking:** The ability to listen attentively and with understanding and to speak with confidence and effectiveness, whether from written material or extemporaneously
- **Mathematics:** The ability to perform computations, to solve common problems of mathematics and logic, and to understand the structure of mathematics so it can be a useful tool in daily living
- **Study:** The development of basic study skills so that he [/she] may acquire knowledge efficiently
- **The Arts:** The development of some of the basic disciplines and skills in the performing and creative arts to be used throughout his [/her] life for communication, expression, and enjoyment
- **Observation:** The ability to identify and differentiate elements of the world around him [/her] as they are useful in personal, academic, and artistic pursuits

PHYSICAL DEVELOPMENT

Each person matures physically at a different rate and possesses differing capabilities. The school has the obligation to help each student:

- understand the biological functioning of his [/her] body
- make the best both of physical talents and limitations
- develop good health habits, skills, and interests to maintain his [/her] body in optimum condition throughout his [/her] lifetime

INTELLECTUAL DEVELOPMENT

In addition to acquiring academic skills, each individual should develop his [/her] intellectual capabilities to the fullest extent possible. Therefore, the school will encourage each pupil:

- to think creatively
- to reason logically
- to apply knowledge usefully
- to deal with abstract concepts
- to solve problems

THE INDIVIDUAL AND SOCIETY

Every person must learn to live in a society. The school must help each student develop an understanding of [people] and of how the individual depends upon others and they on him [/her]. This requires that each student gain:

- knowledge of himself [/herself] and the characteristics, needs, and desires he [/she] shares with others
- sensitivity to others and their ideas, and the ability to act responsibly in various situations
- the ability to function productively as a member of a group
- familiarity with the legal, moral, ethical, and cultural heritages of his [/her] and other societies
- knowledge of the various political systems and philosophies of the world

SCIENTIFIC UNDERSTANDING

[We] must exist in the natural world. The school must help each student understand nature's impact on [us] and [our] impact on nature. This requires that each student gain:

- knowledge of natural phenomena and their effect on [people]
- understanding of scientific advances and their part in modern technology
- understanding of the scientific method
- appreciation of the ways in which the application of scientific principles can improve the quality of life while preserving the natural order

AESTHETIC EXPRESSION

[We], to realize [our] full potential, must be able to sense and appreciate beauty in the world around [us], whether created by nature or by [people]. The school must help each student gain:

- knowledge of the nature of the creative performing arts
- experience with a wide variety of art forms
- a perspective for developing his [/her] own aesthetic criteria and tastes
- understanding of the contribution of the arts to human communication

CAREER DEVELOPMENT

Productive and satisfying work enriches [our lives]; and with increasing leisure time, many people will use various occupational skills for avocational purposes as well. The school must help each student gain:

- knowledge and appreciation of the wide variety and interrelationships of occupations in modern society
- opportunities to explore potential occupations in relation to personal aptitudes and interests, unrestricted by stereotypes of sex, race, or socio-economic level
- the knowledge, skills, and abilities that enable him [/her] to secure satisfying employment, embark upon further training and education in a chosen career field, and adapt occupational talents to changing job demands and opportunities

COMMITMENTS

The Board of Education and the staff of the Montgomery County Public Schools must create and maintain an educational environment that promotes the attainment of these goals by all students. Toward this end, therefore, the public schools make the following commitments to the citizens of Montgomery County:

- *To attract and retain the most qualified and best trained staff possible through dynamic programs of recruitment, supervision, and continuing in-service training and staff development opportunities*
- *To develop and implement a comprehensive and flexible instructional program to achieve the aforementioned goals and to provide the facilities, materials, and equipment needed to enhance the effectiveness of the program*
- *To evaluate the effectiveness of the instructional program continuously, and regularly report the findings to students, parents, staff, and the community*
- *To adopt new and different approaches when it is determined that they will contribute more effectively to the fulfillment of the goals*
- *To encourage a continuing dialogue with the entire community, making every effort to communicate needs and achievements, and to be responsive to the needs and aspirations of the school community*
- *To utilize facilities and staff, in cooperation with other agencies, in the development of preschool, community school, and adult education programs that will meet the continuing educational needs of all citizens*
- *To provide an accountability procedure for informing county citizens of the objectives and costs of their school system and of reporting periodically on the educational investments made with their tax dollars*

HOME ECONOMICS, GRADES 9-12

POINT OF VIEW

Home Economics is, in the broadest sense, the study of the human and material forces affecting individuals, homes, and families and the use of knowledge regarding those forces for society's benefit. Home Economics combines knowledge drawn from its own research; from the physical, biological, and social sciences; and from the arts. This knowledge is then used to improve the lives of families and individuals. Courses in Home Economics are designed to:

Help individuals and families improve home environment and the quality of personal and family life

Prepare youths for assuming reasonable responsibilities in the home

Promote nutritional knowledge and food use and understanding of the economic aspects of food use and purchase

Extend consumer education knowledge and practices

Develop student insight into social and cultural conditions as they relate to and influence needs of families

Contribute to the employability of youths as they assume the many faceted roles of adulthood

Provision is made in two ways for varying abilities and interests among students. Laboratory experience in all home economics courses allows for individualization of instruction; and the various options in electives, independent study, and internships provide for diversity of student competencies and interests.

Home Economics is offered in Grades 6-12. Middle/junior high school units and senior high school semester and full-year electives include content in child development; personal and family living; nutrition and foods; textiles and clothing; and housing and interior design. Consumerism, resource management including energy usage, and career education are integrated into all units and courses. Current vocational legislation designates consumer education; management of resources; nutrition education; and personal and family potential as topics deserving increased emphasis.

GENERAL INFORMATION

Home Economics is divided into two interrelated areas: *Consumer Homemaking*, taught in the middle/junior and senior high schools, and *Occupational Education*, taught in the senior high schools. Both areas are offered coeducationally. Both emphasize three components: Self-Development and Relationships, Technical Competencies, and Resource Management.

In *Consumer Homemaking*, Self-Development and Relationships focuses upon positive self-development and upon viable relationships with others in the home, in the community, and in the world beyond. Technical Competencies includes the basic skills for becoming responsible consumers and homemakers. Resource Management emphasizes the dual role of wage earner and homemaker.

In *Occupational Education,* Self-Development and Relationships concentrates on the qualities and basic skills needed by the individual for job readiness and on the relationships one experiences with employees, fellow workers, and the general public. Technical competencies includes child care services, food services, or fashion merchandising. Resource Management involves decision making, organizing, scheduling, and assuming responsibilities toward a particular job.

Within the *Occupational Education* program, three two-year sequences are offered. The Child Development Laboratory/Parenting courses prepare young people for wage earning or a professional career working with young children as well as for better parenting. Training for Food Services prepares students to work in restaurants, institutional kitchens, and other food service establishments. In Fashion Merchandising, students are prepared for a career in fashion or interior design merchandising or in related industries. Internships and cooperative work experience provide a community base for additional training.

The safety and security of students and equipment are of primary importance. Specific safety precautions for the home economics laboratories are spelled out in the MCPS *School Safety Handbook.*

The Home Economics program as taught in MCPS contributes primarily toward the Goal of Education* emphasizing the individual and society. Specifically, this requires that each student gain:

- knowledge of self and characteristics, needs, and desires shared with others
- sensitivity to others and their ideas, and the ability to act responsibily in various situations
- the ability to function productively as a member of a group
- familiarity with the legal, moral, ethical, and cultural heritages of his[/her] and other societies

Secondly, it contributes to the Goal of Education concerned with career development as it emphasizes homemaking and related work as well as pre-professional home economics training. The school must help each student gain:

- knowledge and appreciation of the wide variety and interrelationships of occupations in modern society
- opportunities to explore potential occupations in relation to personal aptitudes and interests, unrestricted by stereotypes of sex, race, or socio-economic level
- the knowledge, skills, and abilities that enable him [/her] to secure satisfying employment, embark upon further training and education in a chosen career field, and adapt occupational talents to changing job demands and opportunities

The remaining goals are also stressed: *academic skills* through mathematics (measurements, computations, use of metric system); *reading* (consumer information, interpreting directions) and *the arts* (crafts, clothing construction, home furnishings); *physical development* through nutrition education; *intellectual development* through the use of managerial and decision-making skills; and *scientific understanding* through the management and use of the home environment.

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*The MCPS Goals of Education were adopted February 12, 1973 by the Board of Education of Montgomery County, Maryland.

DESCRIPTION OF PROGRAM

List of Courses, Grades 9-12

All courses listed are semester courses, unless otherwise specified.

Exploring Childhood
*Child Development Laboratory I (year course)
*Introduction to the Child Development Laboratory/Physical Development
*Social and Emotional Development
*Child Development Laboratory II (year course)
*Intellectual Development/Child Behavior and Psychology
*Parent, Infant, and Toddler
*Child Development Intern/Aide (semester or year course)
Personal and Family Living A/B (year course)
Personal and Family Living — A
Personal and Family Living — B
Independent Living

Creative Foods
Baking
Gourmet Foods I
Gourmet Foods II
Training for Food Service Worker I (year course)
*Training for Food Service Worker II (year course)

Creative Clothing
Advanced Clothing (semester or year course)
Pattern Design, Fabrics, and Tailoring
Fashion Merchandising I (year course)
Fashion Merchandising II (year course)

Housing and Interior Design

Crafts in Contemporary Home Economics I
Crafts in Contemporary Home Economics II

Special Topics in Home Economics
Home Economics I (year course)
Home Economics II (year course)
Home Economics III (year course)
Home Economics IV (year course)

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*This course is offered for a double period in some schools.

CHILD DEVELOPMENT LABORATORY/PARENTING PROGRAMS

Exploring Childhood — Grades 9, 10, 11, 12
Optional Laboratory
4762 1 semester ½ credit

This course surveys growth and development from the prenatal stage to age five. Emphasis is on guidance and parenting techniques. Opportunities may be provided for observing and working with young children.

Upon completion of Exploring Childhood, the student should be able to:

- recognize sequential patterns of growth and development from conception to age five
- list physical, social, emotional, and intellectual characteristics of infants and children at various developmental stages
- recognize the significance of play in the total development of the child
- use knowledge of the young child in observing and/or participating in nursery school situations
- select activities and materials appropriate for the developmental levels of children
- identify vocational options which require knowledge of the preschool child
- identify positive guidance techniques

Child Development Laboratory I — Grades 10, 11, 12

4750	1 year	1 credit *(single period)*
4752	1 year	2 credits *(double period)*

Introduction to the Child Development Laboratory/Physical Development — Semester A

4751	½ credit *(single period)*
4756	1 credit *(double period)*

Introduction to the Child Development Laboratory involves direct participation in a nursery school setting with focus on three- and four-year-old children.

Content includes emphasis on physical growth and development; effective guidance skills; behavior patterns of preschoolers; and parenting techniques.

Upon completion of Semester A, the student should be able to :

- identify the needs of the preschool child and relate these needs to general patterns of growth
- analyze ways in which play contributes to total development of the child
- organize optimal environments for the preschool child
- evaluate guidance techniques
- demonstrate guidance techniques in the Child Development Laboratory

Social and Emotional Development — Semester B
Prerequisite: Introduction to Child Development Laboratory #4751

4753		½ credit *(single period)*
4757		1 credit *(double period)*

The social and emotional development of the preschool child are areas of concentration, as students work with three- and four-year-old children in the nursery school. Emphasis is placed on guidance techniques which provide emotional support as children learn to live with others.

Upon completion of Semester B, the student should be able to:

- be aware of the nature and universality of human emotions
- cite factors which influence social and emotional behavior
- realize the importance of nurturing to human development
- realize the impact of early childhood experiences on the development of self-concept and personality
- recognize the influence of family, peers, and society in the socialization of an individual
- identify characteristics of children's emotions and the implications for positive guidance
- explain ways to provide support for the child in emotional situations
- provide and direct learning experiences for children which encourage social interaction

Child Development Laboratory II — Grades 10, 11, 12
Prerequisite: Attainment of objectives of Introduction to the Child Development Laboratory

4780	1 year	1 credit *(single period)*
4758		2 credits *(double period)*

Intellectual Development/Child Behavior and Psychology — Semester A

4754	1 semester	½ credit *(single period)*
4759	1 semester	1 credit *(double period)*

Intellectual Development/Child Behavior and Psychology places special emphasis on another aspect of development. Ways through which adults can provide challenging environments for learning are explored. Theories of growth and learning by Erikson, Piaget, Montessori, and others are studied. Techniques for guiding and disciplining, including ways for dealing with the exceptional child, are included in this course.

Upon completion of Semester A, the student should be able to:

- identify the relationship of perception to intellectual development
- recognize theories of personality development
- identify stages of personality development
- list developmental stages of children's art
- recognize ways in which art can be a means of understanding children's feelings and behavior
- demonstrate positive methods of guiding behavior of the young child

- apply necessary knowledge for understanding and working with emotional children
- trace concept development and relate to laboratory experiences and adult-child interaction
- utilize opportunities for developing problem-solving skills, language skills, and creative abilities of the young child
- identify careers which provide opportunity for working with exceptional children

Parent, Infant, and Toddler — Semester B

4755	1 semester	½ credit *(single period)*
4761	1 semester	1 credit *(double period)*

Parenting responsibilites, pregnancy, birth, the infant, and the toddler are focal points of this study.

Written parental permission allows MCPS teachers who satisfy county requirements to include units *Family Life Education Part II: Contraception* and/or *Understanding Child Maltreatment: Help and Hope.*

Upon completion of Semester B, the student should be able to:

- analyze various attitudes and approaches to parenting
- identify parenting responsibilities
- outline the decision-making process and selected factors involved in the parenthood decision
- identify changes occurring during pregnancy
- recognize stages of prenatal development
- relate the importance of prenatal care to fetal development
- summarize childbirth methods and procedures
- cite ways individual family members may be affected by pregnancy, childbirth, and neonatal period
- identify developmental stages in the growth of the infant and the toddler
- apply guidance principles in relation to developmental stages of the infant and the toddler
- formulate an enlightened philosophy for parenting

Child Development Intern/Aide - Grades 11, 12

Intern Prerequisite: ½ credit of Child Development courses
Aide Prerequisite: None

4760	1 year	1 credit *(single period)*
4764	Semester A	½ credit *(single period)*
4763	Semester B	½ credit *(single period)*
4770	1 year	2 credits *(double period)*
4771	Semester A	1 credit *(double period)*
4772	Semester B	1 credit *(double period)*

*The intern/aide program involves working under teacher supervision with children two or more hours per day at a field site. Opportunities include working in elementary schools, day care centers, and other similar programs. Students gain experience by working with children and preparing creative teaching materials.

On completion of the Intern/Aide program, the student should be able to:

- identify career opportunities through practical experience
- correlate the learning experiences of this course to future parental responsibilities
- plan activities for individuals and groups within selected curricula
- utilize planned activities with teacher supervision, principal, and staff in the elementary school
- identify performance levels of elementary age children
- apply objective techniques in observing and recording behavior
- incorporate learnings regarding exceptional children in observations and interactions
- realize the importance of regular attendance to optimum personal growth, and of continuity in learning for the elementary child
- recognize the importance of human relations skills and continuing self-evaluation to personal growth and development

Personal and Family Living — Grades 11, 12

4740 — 1 year — 1 credit *(single period)*

Personal and Family Living — Semester A

4741 — 1 semester — ½ credit *(single period)*

Personal and Family Living — Semester A is composed of two units. Understanding Human Behavior is concerned primarily with identifying factors influencing personality development. Correlations between self-development, effective communication, and interpersonal relationships are identified. Relating to Others emphasizes the effect of love on personal and family relationships. Societal influences on the individual and the family are also explored. The importance of dating, engagement, and choice of marriage partner are surveyed.

Upon completion of Personal and Family Living — A, the student should be able to:

- identify selected theories regarding personality development
- understand the role of a positive self-concept in human development
- analyze characteristics of emotions and their impact upon human behavior
- interpret perception as it applies to human behavior
- identify and utilize communication techniques that may be used effectively in social interaction
- understand the significance of role expectations and of role performance on interpersonal relationships
- study the valuing process and the effect of values on human behavior
- identify strategies used in decision-making
- define family and identify some primary functions of the family in society
- comprehend the importance of political, social, and economic pressures in relation to personal and interpersonal behavior
- identify ways in which love affects human relationships

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*Students who have *no* Child Development background but who wish kindergarten experience must register for 7850, 7851, or 7852.

Personal and Family Living — Semester B
4742 1 semester ½ credit
(single period)

Personal and Family Living — Semester B is composed of two units. Life Styles explores the characteristics of married life and single life. Role expectations and methods of problem solving are identified with respect to personal fulfillment. Family Living examines the personal and family life cycle, parenting, and other roles of family members; family financial resources; communication skills; and laws affecting the family.

Written parental permission allows MCPS teachers who satisfy county requirements to include units *Family Life Education Part II: Contraception* and/or *Understanding Child Maltreatment: Help and Hope.*

Upon completion of Personal and Family Living — B, the student should be able to:

- be aware of adjustments and satisfactions characteristic of both single and married life styles
- recognize situations requiring adjustment in marriage
- utilize positive problem-solving techniques
- recognize problems that can cause personal and family crises and how crises affect individual family members
- summarize selected family life styles, both historical and contemporary
- demonstrate skill in management of personal and family resources
- identify changes that have occurred in the structure and function of the family
- anticipate adaptations necessary for families of the future
- be aware of career opportunities for individuals interested in working with people and in providing services for families

Independent Living/Consumer Education — Grades 11, 12
4660 1 semester ½ credit

The course is designed to prepare the young adult for a style of living which emphasizes independent thinking, decision making, and self-reliance. Personal survival skills are approached through the study of interpersonal relations; nutrition and food use; the selection and care of clothing; consumerism and resource management; housing alternatives; and leisure time, travel, and recreation. Students apply consumer skills through the purchase of foods and/or other personal items.

Upon completion of Independent Living/Consumer Education, the student should be able to:

- apply nutrition principles to meal planning and preparation
- use effective decision-making techniques in the purchase of consumer goods
- construct a realistic plan for selecting and furnishing a living environment
- recognize available leisure-time activities and facilities
- utilize communication skills to improve interpersonal relationships
- identify skills and personal responsibilities related to employment
- apply natural resource conservation to our environment

Creative Foods — Grades 9, 10, 11, 12
4620 1 semester ½ credit

Students learn the basics of buying and preparing nutritious foods; and they apply knowledge of unit pricing, labeling, nutrition, and budgeting in the planning, purchasing of food, and preparation of a variety of meals. Career opportunities in nutrition and food related fields are surveyed.

Creative Foods offers the techniques and means for preparing foods in a creative manner as students prepare and serve attractive, creative, and nutritious meals using a variety of foods, meal patterns, cost levels and table settings. Students learn to select and buy food, using food consumer practices in judging products and labels in order to spend money wisely and to stay within a prescribed budge. They entertain in creative ways for special occasions such as holidays, small and large group entertaining, and speciality meals.

A fee, based on the cost-of-living index, is charged students to cover the cost of foods over and above staples used. Provision will be made for students who cannot afford the fee.

Upon completion of Creative Foods, the student should be able to:

- apply nutrition principles in the selection and preparation of a variety of meals
- select and purchase foods within a budget, applying effective consumer practices
- perform basic food preparation techniques
- practice good management of resources — money, time, energy, knowledge
- demonstrate familiarity with agency and legislative influences on food trends
- recognize careers in nutrition-related fields
- explain choices and practices of energy conservation and efficiency during food purchase, storage, preparation and cleanup

Baking — Grades 9, 10, 11, 12
4846 1 semester ½ credit

Baking offers students an opportunity to improve this skill for both personal and family enjoyment as well as for a possible career. Consumer skills and nutrition education are emphasized in addition to kitchen management and food preparation. Students practice preparing quick breads, yeast breads, cakes, cookies and pastries.

A fee, based on the cost-of-living index, is charged students to cover the cost of foods over and above staples used. Provision will be made for students who cannot afford the fee.

Upon completion of Baking, the student should be able to:

- identify and use basic mixing and baking equipment
- interpret standard measurements listed in baking recipes
- recognize and use a variety of grains and other ingredients for baked goods
- demonstrate baking skills by preparing a variety of breads, cakes, pies, and pastries
- determine the nutritional value of various baked products
- serve baked goods attractively, using garnishing techniques
- shop economically for baking supplies
- identify and prepare ethnic, regional, and foreign baked goods that have become a part of our culture

Gourmet Foods I — Grades 10, 11, 12
Prerequisite: Attainment of objectives for Creative Foods
4630 1 semester ½ credit

Students use gourmet techniques, equipment, and service when preparing foods. American regional and ethnic recipes are prepared. Students are encouraged to share their family foods and traditions as they explore food customs in America.

Topics covered in the unit are extractions and enhancement of foods; meats and other protein foods; sauces and marinades; fruits and vegetables; salads and their dressings; rice, pasta, and potatoes; and breads and desserts.

A fee, based on the cost-of-living index, is charged students to cover the cost of foods over and above staples used. Provision will be made for students who cannot afford the fee.

Upon completion of Gourmet Foods I, the student should be able to:

- recognize religious, ethnic, and cultural heritages as they relate to nutrition and food use in the United States
- identify terminology of gourmet foods
- expand basic food preparation skills with the use of gourmet equipment
- prepare and serve foods in an appetizing manner
- demonstrate techniques of gourmet food preparation
- analyze and evaluate food budgeting and consumer practices
- apply energy conservation skills as related to food selection, preparation, and storage
- identify careers in the culinary arts

Gourmet Foods II — Grades 10, 11, 12
Prerequisite: Attainment of objectives of Gourmet Foods I
4640 1 semester ½ credit

International food customs and eating habits are studied with relation to meeting nutritional needs.

Students plan and prepare menus and apply the table services appropriate for each cuisine. Appreciation for and understanding of world food customs are encouraged. The socio-economic and geographic background of countries; the family life and customs of the people; and the ways these factors influence the food of the country are explored. Individual foods and entire meals from the regions and countries are prepared and served with adaptations for American tastes. Careers are surveyed in fields related to international food.

A fee, based on the cost-of-living index, is charged students to cover the cost of foods over and above staples used. Provision will be made for students who cannot afford the fee.

Upon completion of Gourmet Foods II, the student should be able to:

- expand and improve competencies gained in Creative Foods and Gourmet Foods I
- plan, prepare, and serve meals, using international foods
- recognize origins of food customs and eating habits of other nationalities
- relate how food preparation and management principles can be applied toward a career in the foods industry

- select, use, and maintain cooking appliances which foster energy conservation
- explain how one's knowledge of principles and practices learned in this course may be used throughout life
- be able to state the impact of world nutrition on people in the USA and other countries

Training for Food Service Workers I — Grades 11, 12

4820 — 1 year — 1 credit

Training for Food Service Workers I is offered to high school students who wish a survey of the industry for career opportunities. Students will gain entry-level skills for working in food service establishments.

Emphases of the course are food preparation and service experiences which simulate commercial and institutional operations. Students use professional food-handling techniques and recipes while working with commercial size equipment. Sanitation, safety, and personal hygiene are emphasized throughout the course. Other units include nutrition and menu planning; food costing and cost control; and customer relations. Students sequentially perform the tasks of each job description.

Upon completion of Training for Food Service Workers I, the student should be able to:

- recognize opportunities for jobs in food service and the personal qualifications that are needed
- use approved techniques of sanitation in food service operations and explain the worker's responsibilities in maintaining them
- recognize procedures in various types of food service
- read and interpret recipes for professional quantity cookery
- use correct methods and techniques in the preparation of foods listed on a variety of menus
- serve food in a courteous and efficient manner
- use work simplification techniques
- use entry-level skills which are required of workers in food service establishments

Training for Food Service Workers II — Grades 11, 12

Prerequisite: Attainment of objectives of Training for Food Service Workers I

4830 — 1 year — 1 credit *(single period)*

4840 — 1 year — 2 credits *(double period)*

Training for Food Service Workers II is designed for high school students who are planning to work in the food service field or a related area. Students strengthen the learnings from Training for Food Service Workers I and develop special areas of skill. Emphasis is placed on managerial skills. Students apply learnings to advanced preparation of foods; the development of menus reflecting current trends; competent buying and storing of food; and effective employee/employer relationships. Catering and banquet service increases the student's ability to work with the public. Students are informed of occupational and educational opportunities.

Upon completion of Training for Food Service Workers II, the student should be able to:

- recognize the importance and structure of management in food service establishments
- exhibit basic knowledge of special diets
- select appropriate settings for dinner, buffet, and banquet
- understand the relationship between portion control and cost control

- prepare foods that require advanced commercial techniques
- use specific skills which a job-specified worker must possess
- recognize challenges relating to institutional food service
- prepare foods used in professional buffet catering
- recognize vocational opportunities regarding the operation and maintenance of food vending equipment

Creative Clothing — Grades 9, 10, 11, 12
Advanced Placement by Examination

4670	1 semester	½ credit

Students with limited sewing experience are introduced to basic elements of design and wardrobe planning as they learn fundamental skills in sewing. Students select patterns and fabrics and practice the use of the sewing machine and various sewing techniques as they create a project using functional construction techniques. Students supply project materials.

Upon completion of Creative Clothing, the student should be able to:

- recognize that clothing is a form of personal expression
- assess wardrobe needs and relate personal needs and resources to clothing selection
- recognize the characteristics of selected fabrics
- relate fabric selection and care to project choice
- practice safe and efficient use of sewing machine, equipment, and tools
- demonstrate some techniques for pressing fabrics
- employ commonly used clothing construction techniques to create a project
- recognize careers related to the clothing industry

Advanced Clothing — Grades 9, 10, 11, 12
Prerequisite: Attainment of objectives of Creative Clothing

4680	1 year	1 credit
4690	Semester A	½ credit
4691	Semester B	½ credit

Students are encouraged to individualize projects through the use of advanced sewing construction techniques and gain experience with fabrics requiring special handling. Students provide project materials.

Upon completion of Advanced Clothing, the student should be able to

- demonstrate use of interfacings, underlinings, and linings
- identify sewing techniques for fabrics requiring special handling
- identify creative use of sewing notions
- make and use accessories to personalize and expand the wardrobe
- evaluate clothing according to cost and quality
- identify the skills and opportunities associated with related occupations

Pattern Design, Fabrics, and Tailoring — Grades 9, 10, 11, 12
Prerequisite: Advanced Clothing
4700 1 semester ½ credit

Students expand sewing construction techniques and skills. Needlecrafts may be incorporated into the construction process. Opportunity is provided to construct garments which fit well and are professional looking. Students may also design patterns and/or improvise on commerical patterns.

Upon completion of Pattern Design, Fabrics, and Tailorings, the student should be able to:

- demonstrate creativity and individuality through project selection and construction
- analyze and make pattern adjustments to accommodate personal preferences and figure needs
- design patterns and fabrics and/or improvise upon commercial designs
- identify and use tailoring and couturier techniques
- evaluate projects according to fashion trends
- relate personal skills in design and clothing construction to career planning

Fashion Merchandising I — Grades 10, 11, 12
4790 1 year 1 credit

Students become acquainted with the skills, attitudes, and demands associated with the fashion industry. Fashion awareness and style sense are developed through studying the psychology of selling, the psychology of clothing, and history of fashion and design. Students make decisions necessary for organizing in-school boutiques as well as fashion presentations. Field trips to local and/or New York manufacturers and retailers contribute to the student's fashion experience.

Fashion Merchandising I — Semester A
4785 1 semester ½ credit

Upon completion of Semester A, the student should be able to:

- correlate the organization of the fashion industry with historical, economic, and scientific events and developments
- increase fashion awareness and style sense
- apply the principles of color and design to selection of apparel and accessories and its merchandising
- identify methods of textile construction

Fashion Merchandising I — Semester B
4786 1 semester ½ credit

Upon completion of Semester B, the student should be able to:

- use product knowledge to assist consumers in product selection
- recognize the employee's role within the fashion industry
- recognize talents and abilities required for positions in the fashion merchandising field
- identify careers related to the fashion industry

Fashion Merchandising II — Grades 11, 12
Prerequisite: Fashion Merchandising I
4800 1 year 1 credit

Students in Fashion Merchandising II are provided opportunities to develop marketable retailing skills. Students may work at part-time jobs in the fashion merchandising field. The areas of exploration include the psychology of display and advertising, the complexities of personnel relations in retailing, and facets of on-the-job training.

Upon completion of Fashion Merchandising I, the student should be able to:

- define the role of the retailer in the marketing and distributing structure
- be aware of legal aspects affecting merchandiser, retailer, employee, and consumer
- explain the job opportunities and the required responsibilities, education, and skills for a variety of fashion careers

Housing and Interior Design — Grades 10, 11, 12
4650 1 semester ½ credit

The student explores shelter in terms of personal and family needs. Attention is given to space for people, furnishings, and storage; use of the elements and principles of design; furniture and accessories; and backgrounds in the home.

Some of the specific topics covered are cost; factors influencing cost; organization and use of storage and living space; and the use of color and design in housing and furnishings. Students further examine treatment of rooms including windows and floors; furniture styles as they relate to preferences and life styles; both aesthetic and functional selection and arrangement of furniture, equipment, and decorative accessories; and lighting for function as well as for aesthetic value.

Students study important aspects of kitchen planning such as utilization of space; the work triangle; surfaces; appliances; and choice and placement of all types of kitchen equipment and accessories including table appointments. The home laundry is considered from the standpoint of recommended equipment, storage areas, and location in the home.

Students plan model home projects which reflect their preferences in architecture. Included are scale-drawn floor plans and information on furnishing and decorating the rooms. Other interior design projects for the student's own home or room are included as part of the creative laboratory experience. Field trips and contact with resource people further enhance the depth of learnings possible in this semester course.

Upon completion of Housing and Interior Design, the student should be able to:

- relate space needs and availability to personal and family interaction
- compare housing alternatives according to personal needs, availability, cost, maintenance, and personal preference
- trace the origins, development, and designs of classic furniture styles
- select home furnishings and plan functional arrangements to create a desired atmosphere
- recognize the effects of color, texture, and design in the living environment
- apply practical decorating skills to personal surroundings
- recognize conditions that may affect housing in the future
- identify careers related to housing and interior design

- apply a sense of design, texture, and color in the selection of housing and furnishings
- select kitchen design and equipment for the most functional use
- plan efficient use of space and energy
- identify housing types that satisfy personal needs — psychological, sociological, physical, and economical
- evaluate present community according to assets and limitations and relate them to personal needs
- utilize various background materials to achieve a variety of effects

Crafts I (Creative Home Economics) — Grades 9, 10, 11, 12

4550	1 year	1 credit
4560	1 semester	½ credit
4561	1 semester	½ credit

Crafts I is an enrichment course providing beginning exploratory experiences in a variety of individual crafts that are related to home economics. The course covers areas not offered in the regular home economics course of study. Students may select projects and explore craft materials and skills associated with study units in food, clothing, and housing. Included are handcrafts and needlecrafts; food art; home and wardrobe accessories; and weaving and dyecrafts. Laboratory experiences are designed to inspire interest in cross-culture crafts, historical highlights, and the evolution of crafts, as well as to provide students with interesting and useful items for beautifying themselves and their surroundings.

An important emphasis in Crafts I is the relationship between craft materials and the environmental, ecological, and economical aspects of today's living. Students explore ways of using materials in relaxing, productive ways so as to provide enjoyment and accomplishment in skill development.

Craft experiences should be selected from current craft interests such as leatherwork, stained glass terrariums, decoupage, dried flowers, holiday crafts, candlemaking, and corn husks, in addition to needlework, fabric, dye, and yarn activities. Fabric crafts offer applique, creative machine stitchery, patchwork, quilting, and trapunto. Dye crafts include batik and pysanky. Yarn crafts offer basketry, crochet, knitting, macrame, rug making, and weaving. Needlework includes bargello, crewel, embroidery, and needlepoint.

Because of individualizing instruction, it is not possible to define the crafts content for each semester in this description.

Upon completion of Crafts I, the student should be able to:

- express an interest in and demonstrate a creative flair for home economics through a variety of meaningful class projects
- recognize the wide range of sources and resources available for assistance in the variety of experiences one might pursue in arts and crafts
- read directions and symbols relating to performance skills in home economics and crafts
- make decisions about priorities for home or wardrobe projects
- develop basic manipulative skills required for completing a variety of beginning craft projects
- have an awareness of project quality, materials needed, and work procedures
- recognize how crafts can contribute to beautifying oneself and one's surroundings
- display manipulative skills and creativity or originality in the production of craft projects related to the home and wardrobe
- appreciate the use of leisure time for meaningful home and personal arts projects
- recognize craft experiences as a therapeutic and productive way of relaxing from everyday responsibilities and tensions

- organize time and materials for effective use and care
- relate crafts and other projects to environmental, ecological, and economical aspects of present-day living
- recognize the contributions of arts and crafts to family life
- improve competencies in self-development through craft experiences

Crafts II (Crafts for Contemporary Home Economics) — Grades 10, 11, 12

4710	1 semester	½ credit
4720	1 semester	½ credit

Crafts II is a two-part course, each one semester in length. Each provides the opportunity for skills and experiences in a wide range of home economics craft projects. A primary aim of the course is to lead the student to a deeper meaning in crafts through the development and increase of visual perception and visual understanding, thereby enhancing an appreciation of craft forms. Many craft styles may be used as vehicles for ethnic appreciation and for cross-cultural studies as students refine and advance skills in food art; needlecrafts; home and wardrobe accessories; weaving and related crafts; dyecrafts; and a wide range of other projects. Crafts are selected by students on the basis of interests, skill levels, and personal and home needs. Other features of the course include observing crafts artists demonstrate expertise in particular crafts; recognizing quality in individual crafts; and learning to value the historical contributions of crafts to our culture.

Encouragement is given for more advanced skill development, attaining a deeper awareness of an appreciation for a variety of home crafts and crafts artists. Students are encouraged to view the use of home crafts as an opportunity for improving family relationships and for recognizing the worth of family members. Personal enrichment is achieved as the individual experiences the kind of creative self-expression realized by the crafts artists who helped develop our aesthetic heritage.

Upon completion of Crafts II, the student should be able to:

- recognize the wide range of home crafts possible to the individual for wage earning as well as for personal enrichment
- be aware of the historical and aesthetic heritage found in the skills and products of early crafts artists
- recognize the value of home crafts to the individual as a means of relaxation, self-expression, creativeness, and enjoyment
- appreciate societal-familial traditions and contributions in home crafts
- expand upon one's manipulative skills, creativity, and originality in craft projects for the home and wardrobe
- recognize craft experiences as a productive, therapeutic, meaningful way of relaxing
- further realize how crafts contribute to beautifying oneself and one's surroundings
- experience a deeper appreciation of quality, style, and originality
- improve competencies in self-development through craft experiences

Special Topics in Home Economics — Grades 9, 10, 11, 12

Special Topics in Home Economics I

4600	1 semester	½ credit

Special Topics in Home Economics II

4610	1 semester	½ credit

Special Topics is designed for students who wish to study more than one topic in home economics within a semester or more than two in a year. The course content may differ with each group of students. Students and teachers together select two units each semester from the basic areas of home economics: Nutrition and Foods, Textiles and Clothing, Consumer Education and Management, Personal and Family Living, Child Development, and Housing and Interior Design

Suggested topics are Infancy and the Toddler; Personal Development; Baking; Party Foods; Outdoor Cooking; Pattern Design; Dramatic Costuming; Dealing with Dollars; Natural Living; Color Theory; Special Fabrics; Microwave Cooking; Decorating on a Shoestring. Instruction in the food and clothing areas is individulized insofar as class size allows.

Content is based on the units in the original comprehensive courses of Home Economics I, II, III, and IV; and on the nine-week restructured courses.

On completion of Special Topics in Home Economics, the student should be able to:

- fulfill the outcomes listed for the units chosen
- pursue competencies in self-development in all areas of study
- discover possible career and professional opportunities in home economics and related fields

Home Economics I — Grades, 9, 10, 11

4530	1 year	1 credit
4540	1 semester A	½ credit
4541	1 semester B	½ credit

Students receive instruction in five areas: Nutrition and Food Use; Clothing and Textiles; Housing and Interior Design; Leisure Time; and Child Development/Parenting.

Nutrition and Food Use emphasizes nutritional aspects of regional and ethnic foods; fad and speciality diets; comparison shopping; food advertisements; experiences with small electrical applicances; and food related careers.

In the Clothing and Textiles unit students will study fabrics; energy conservation; comparison shopping; line and design; clothing construction; pattern alterations; crafts; and clothing and textile careers.

Child Development/Parenting topics include basic, physical, mental, emotional, and social needs of pre-school children and relates the characteristics of young children to students' own needs and behavior. Careers involving children will also be explored.

Housing and Interior Design units include types and selection of residences; design and color principles; home safety and energy; furniture and accessories; comparison shopping; and interior design related careers.

Leisure time activities include crafts and outdoor projects.

Upon completion of the Nutrition and Food Use unit, the student should be able to:

- apply nutrition and consumer principles in the selection and preparation of a variety of meals and/or diets
- perform basic food preparation techniques, utilizing small electrical appliances
- compare advantages and disadvantages of various small appliances in relation to variety of use, time, cost, and energy consumption
- recognize religious, ethnic, and cultural heritages as they relate to nutrition and food use in the United States
- recognize careers in nutrition-related fields

Upon completion of the Clothing and Textiles unit, the student should be able to:

- recognize that clothing is a form of personal expression
- employ commonly used construction techniques to create a project
- relate principles of design to clothing selection

Upon completion of the Child Development/Parent unit, the student should be able to:

- recognize sequential patterns of growth and development from conception to age five
- identify positive guidance techniques
- use knowledge of the young child in observing and/or participating in nursery school situations
- identify vocational options which require knowledge of the preschool child

Upon completion of the Housing and Interior Design unit, the student should be able to:

- compare housing alternatives according to needs, availability, cost, maintenance, and personal preference
- recognize the effects of color, texture, and design in the living environment
- apply practical decorating skills to personal surroundings

Upon completion of the Leisure Time Activities unit, the student should be able to:

- recognize the wide range of materials and sources possible for use
- determine the significance of crafts in relation to the use of leisure time
- coordinate skills of creativity, organization, and aesthetics with motor abilities

Home Economics II — Grades 10, 11, 12
Prerequisite: Attainment of objectives of Home Economics I
4570 1 year 1 credit

Students select units from five areas: Family Food Ventures; Creative Clothing; The Most for Your Money; Decorating Is Fun; and Personal Development.

In the Family Food Ventures unit, varieties in foods and meal patterns are introduced with more indepth emphasis on nutrition; and students do their own shopping, keeping within a prescribed cost level.

Creative Clothing involves a brief review of earlier construction processes followed by study of new and unusual procedures. Students are encouraged to individualize projects through the use of advanced construction techniques.

The Most for Your Money guides students toward intelligent and practical decision making in buying practices. Three segments of the unit are (1) influences on buying practice, (2) factors influencing price, and (3) buymanship. The content and manner of presenting the unit are directed toward current concerns and interests of students and their families.

The unit Decorating Is Fun is divided into five segments: use of color and design; background for rooms; styles and arrangements of furniture; furniture construction; and selection of accessories.

In Personal Development, students learn how to recognize their individual potential and to accept themselves as worthy individuals.

Upon completion of Home Economics II, the student should be able to:

- select and purchase foods within a budget, applying effective consumer practices
- analyze the various roles of food nutrients in maintaining optimal health
- develop criteria to adapt fashion trends to personal needs
- construct a garment in current fashion, using materials and techniques new to the student
- use effective decision-making techniques in the purchase of consumer goods
- apply natural resource conservation to our environment
- gain awareness of values of housing as related to family development
- understand the role of a positive self-concept in human development
- study the valuing process and the effect of values on human behavior
- identify ways in which love affects human relationships

Home Economics III — Grades 11, 12
Prerequisite: Attainment of objectives of Home Economics II
4580 1 year 1 credit

Home Economics III provides activities that deal with solving problems for individuals within the family. The course units include Managing Modern Food Problems; Advanced Clothing; Family Living; and Home Resources Management. Students study individual food limitations; plan for and construct garments for themselves or family members as well as examine the possibilities of fashion careers; determine individual contributions and responsibilities relating to family resources; and examine personal involvements and responsibilities in looking toward a successful marriage or single living.

Upon completion of Home Economics III, the student should be able to:

- plan and prepare special diets for people with specific conditions of health
- recognize four or more fashion designers and their contributions to the fashion industry
- identify ways in which an individual may promote self-development
- recognize individual contributions to family resources and management
- identify priorities in the use of resources to attain a goal
- improve competencies in self-development in all areas of study

Home Economics IV — Grade 12
Prerequisite: Attainment of objectives of Home Economics III
4590 1 year 1 credit

Home Economics IV is designed for the future full-time homemaker; for the student who may carry a dual role of homemaker and wage earner; and for the student who may wish to specialize in career home economics. The four units of study are International Foods; Wardrobe Planning and Tailoring; Guidance of the Young Child; and Family Financial Management.

In International Foods, students are instructed in preparing foods from other countries and cultures. Typical food customs and eating habits are investigated. Appreciation for and understanding of foreign food customs are encouraged as well as awareness of careers in fields related to international foods.

In Wardrobe Planning and Tailoring, fibers and woven and knitted fabrics are studies for tailoring suitability. Students identify and select appropriate interfacings, linings, and trims for tailored garments. Each student constructs a tailored garment and employs professional tailoring techniques after first making a muslin shell of the garment.

Guidance of the Young Child aids students in becoming more enlightened, responsible parents in the future. Prenatal and infant care are studied from the standpoint of a child's physical, intellectual, social, and emotional needs. The characteristics typical of children from birth to age six are discussed; and a four-week nursery school is conducted to provide first-hand laboratory experiences relating to young children. Students also consider career fields which utilize a background of training in child care.

Family Financial Management provides students with opportunities to analyze cost aspects and decision making in establishing and maintaining homes representative of varying life styles. Guides for family financial spending and saving plans are developed to include the costs involved and uses of credit.

Upon completion of Home Economics IV, the student should be able to:

- recognize and experiment successfully with a number of foreign foods
- plan, prepare, and serve meals composed of international foods
- construct an attractive, wearable tailored garment through the use of techniques normally employed in tailoring
- formulate the major responsibilities for parenthood
- give examples by age level of developmental characteristics of children from birth to age six
- identify principles of prenatal and infant care
- establish activities and routines for a short-term nursery school
- develop a spending plan for a family
- make a financial plan for establishing a home
- compare the various types of credit
- identify consumer rights and responsibilities
- express interest in a career field related to one or more study areas in home economics
- improve competencies in self-development in all areas of study

MCPS INSTRUCTIONAL GUIDES FOR HOME ECONOMICS

Home Economics, Grades 7, 8, 9, Bulletin 255-I, 1972.

Career Education through Home Economics, Grades 7, 8, 9 (Supplement to Bulletin 255-I), 1975.

Instructional Activities and Resources for Child Development, Bulletin 208, Revised 1971.

Gourmet Foods Course of Study, Fall 1976.